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ABSTRACT

This Getting Started guide contains material presented at a two-day Additional Literacy Support (ALS) training course in the summer of 1999. ALS is designed to help pupils in Key Stage 2 who have already fallen behind in literacy, but who would not otherwise receive any additional support in this area. Each module includes a practical, high quality teaching program for such pupils, to be delivered during group work session of the Literacy Hour by teachers and classroom assistants, working in partnership. There are four modules on phonics, reading (guided and supported) and writing (shared and supported), as well as guidance for teachers on managing ALS. Contains overhead transparencies and handouts. Appendixes contain Guided and Supported Reading video commentaries, and Speech and Writing video commentary. (RS)

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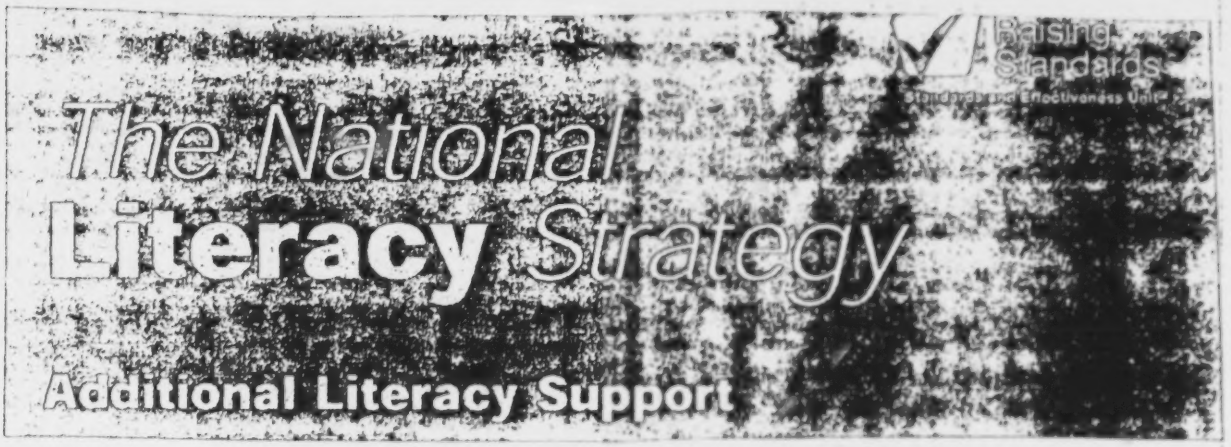

Getting Started

Preparation for the teaching programme

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The **Getting Started** guide contains material that will be presented at the two-day ALS training courses this summer, which a large proportion of schools will be attending. Teachers and classroom assistants not attending the training course might also find some of the guide helpful in preparing for ALS, particularly to help them to make the most of the training video enclosed in the ALS pack.

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Introduction

The four-modular teaching programme has three components: reading; writing; phonics.

The introduction to each module describes the programme: its origins, rationale, function and design. This booklet prepares you to teach the programme. There are six short sessions (approximately 90 minutes each) incorporating some of the following: audio, video, reading, playing games and role-play to explain what each component is designed to do and give you some experience of Modules 1 and 2. There are another three sessions which can be undertaken in October to prepare you for Modules 3 and 4. The 90-minute sessions can be undertaken by teachers and classroom assistants together or can be converted into INSET sessions in LEAs or schools. A set of overhead transparency masters (OHTs) and handouts is included for this purpose.

OHT 1

Preparation for teaching Modules 1 and 2

Session 1	Introduction and Reading strategies
Session 2	Reading
Session 3	Writing
Sessions 4–6	Phonics and Getting going

Preparation for teaching Modules 3 and 4 (October)

Session 7	Phonics
Session 8	Reading
Session 9	Writing

Session 1 Introduction and Reading strategies

90 mins

Materials required

OHTs 2–16 and handouts (for presentation only)

Cassette 1 from *NLS Literacy Training Pack* (Distance Learning Materials 'lunchbox')

30 mins Introduction to ALS

The material contained here is a digest of the introduction contained in the Module Books 1-4. (LEA presenters: A set of OHTs is provided to select as appropriate for a particular audience. **It is important that the OHTs outlining the structure of the ALS programme are fully explained.)**

READ

1 Background

The National Literacy Strategy gives all pupils a basic entitlement to good quality literacy teaching. In the early stages of the strategy, however, pupils in Key Stage 2 may not have benefited from being taught the Literacy Hour, using the *NLS Framework*.

OHT 2

The Additional Literacy Support programme aims to:

- help children in the earlier part of Key Stage 2 who have already fallen behind in literacy;
- reinforce the government's long-term aim for 80% of eleven-year-olds to achieve at least Level 4 in English by 2002, by helping schools and LEAs achieve their literacy targets – whatever their starting point;
- help teachers ensure that all children get the teaching they require to reach Level 4, not just those who can more easily be moved from Level 3 to Level 4.

2 Which pupils will benefit from ALS?

A number of teachers have found it helpful to incorporate work from earlier years in the *NLS Framework* into the Literacy Hours at Key Stage 2. But some pupils may need more than this to ensure that they develop fully the skills that they will need to master reading and writing by age 11.

OHT 3

Which children will benefit from Additional Literacy Support?

- Children in Years 3 and 4 who have attained Level 2C or Level 1 in the Key Stage 1 English tests.

Others who may benefit from the programme:

- Children who already receive some additional support, such as those with more severe SEN;
- Children who speak English as an additional language (especially if they have just arrived in the country);
- Traveller children.

3 The evidence base of ALS

ALS has been informed by findings from QCA's analysis of the Key Stages 1 and 2 English test results for 1998, and OFSTED's evaluation of the National Literacy Project (NLP) on which the literacy strategy is based.

QCA's analysis of 1998 Key Stage 1 results shows that 36% of pupils attained Level 2C or below in reading and 51% in writing. The majority of children attaining Level 2C do not attain Level 4 in Year 6.

OHT 4

Key Stage 1 English test

QCA have identified the specific features of Level 2C **readers** as follows:

- Over-reliance on support from the teacher, or illustrations;
- Slow reading that lacks pace and expression;
- Limited ability to segment, blend and spell phonemes;
- Over-reliance on prediction, word recognition and simple letter-sound correspondences;
- Very limited self-correction strategies;
- Limited literal comprehension of text.

OHT 5

Key Stage 1 English test

QCA have identified the specific features of Level 2C **writers** as follows:

- Limited ability to spell medial vowels in regular words;
- Poor understanding of simple word roots, suffixes and inflectional endings in spelling, e.g. *ed*, *ing*;
- Poor sentence formation and use of capitals and full stops;
- Difficulty in sequencing and connecting content in writing.

OFSTED's evaluation shows that the NLP has been very effective in improving the quality of teaching, and increasing pupils' rates of progress in reading and writing.

The report does, however highlight two particular concerns.

OHT 6

OFSTED's evaluation of the National Literacy Project highlighted two concerns:

- The teaching of phonics and spelling remained unsatisfactory in too many lessons;
- There was evidence that in a small number of schools, problems of leadership and management were preventing effective implementation of the National Literacy Project.

These concerns are also reflected in OFSTED's preliminary observation of the implementation of the National Literacy Strategy.

4 Teaching and learning principles

ALS is aligned to the objectives in the *National Literacy Strategy Framework for teaching*, and maintains the interrelationship between the reading and writing process enshrined in the *NLS Framework*. The activities will help pupils to consolidate Key Stage 1 work, particularly phonics, while bringing them in line with the teaching and learning expectations for their age.

5 Content of the ALS materials

OHT 7

Content of Additional Literacy Support materials

1 Four separate teaching modules, with components covering:
   - Phonics – this will be taught by the classroom assistant, supervised by the teacher;
   - Reading (Guided and Supported) – this will be taught by the teacher and the classroom assistant in alternate weeks;
   - Writing (Shared and Supported) – this will be taught by the classroom assistant and the teacher in alternate weeks.

2 Guidance for teachers on managing the Additional Literacy Support, including the supervision of classroom assistants.

3 An accompanying video.

OHT 8

Modules

The Additional Literacy Support programme is made up of four separate modules.

Module 1 covers phonics and reading only.

Modules 2, 3 and 4 cover phonics, reading and writing.

- Each module is designed to be delivered in eight weeks (an individual pupil would expect to complete three of these in the 24 weeks of Additional Literacy Support).
- Children should start at either Module 1 or Module 2 depending on their attainment when beginning Additional Literacy Support.
- Teaching materials in the Additional Literacy Support pack provide criteria to help teachers decide which starting point would be appropriate for particular children.

OHT 9

Group's entitlement to Additional Literacy Support:

One hour per week from the classroom assistant and 20 minutes per week (Guided Reading and Writing) in the Literacy Hour from the teacher.

Phonics	Phonics	Reading	Writing
Classroom assistant:	Classroom assistant:	Teacher: weeks 1, 3, 5, 7 Classroom assistant: weeks 2, 4, 6, 8	Classroom assistant: weeks 1, 3, 5, 7 Teacher: weeks 2, 4, 6, 8
20 minutes	20 minutes	20 minutes	20 minutes

6 Timetabling ALS

ALS has been designed to be delivered to groups of five pupils over a period of 24 consecutive weeks. It is intended that ALS will take place in the group work session of the Literacy Hour if timetabling permits.

OHT 10

Weekly plans

Each week the Additional Literacy Support programme will consist of:

1 three 20-minute group work sessions delivered by the classroom assistant, supervised by the teacher;

2 one 20-minute group work session delivered by the teacher during the Literacy Hour.

30 mins Reading strategies – the process of reading

An activity in the *NLS Literacy Training Pack* (Distance Learning Pack) Module 2 (Orange) Word Level Work Unit 1 pages 7–12 explains the intricacies of the process of reading. You may wish to revisit the cassette and booklet to remind you of this activity. If you haven't already undertaken that training, the activity is reproduced below. You will need Cassette 1 from the *Literacy Training Pack* ('lunchbox'). (LEA presenters, please refer to the booklet and cassette; Handout 1 (OHTs 11–13) is provided to use this activity with an audience.)

Identifying reading strategies

OBJECTIVE

These Activities (1a–d) explain the role of phonics and word recognition within the range of reading strategies.

ACTIVITY 1a

Instructions

Please read this story extract and write in the missing letters and words. The first one, on line 2, has already been done.

Fig 1

The greep dawked forily prip the blortican. It
snaughted preg the melidock trippicant and
shrolled nong the cretidges. Pronutically, t
greep caught up with all the other dogs. They h
found a fresh murchin burrow and were sprool
and muting round it. The old bradilihund w
sletching his paw down the hole and a persist
chinourier had started to dig. None was sr
enough to plurt inside. The greep was not re
interested; after a quick sprool he cont
journey home. The others soon aband
search and followed him. They were gre
very happy old shepherd who was sure
dogs had been buried in the landslide.

Now answer the questions below:

- Where was the greep dawking? _____
- What sort of trippicant was it? _____

Please switch on the cassette.

Fig 2

1 The greep dawked forily prip the blortican. It
2 snaughted preg the melidock trippicant and
3 shrolled nong the cretidges.

Fig 3

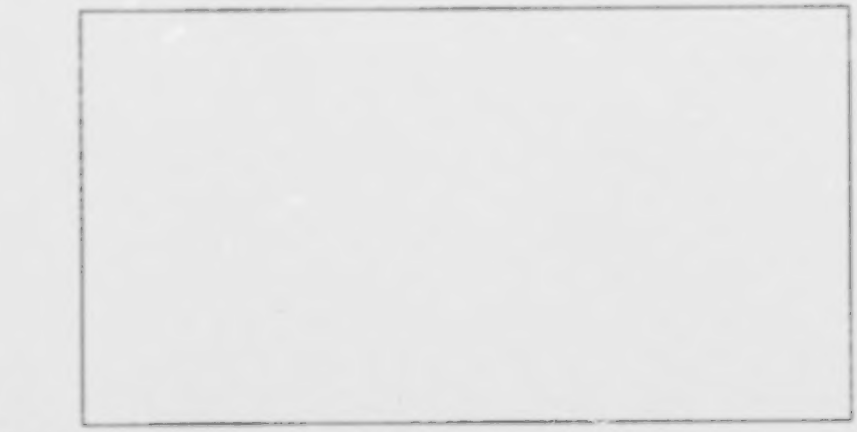
Answers to questions

Where was the greep dawking?	prip the blortican
What sort of trippicant was it?	a melidock trippicant

ACTIVITY 1b

Instructions

How were you able to answer these questions? Write your comments in the box below.



Please switch on the cassette.

Fig 4

It snaughted preg the melidock trippicant ____ shrolled nong the cretidges.

It snaughted preg the melidock trippicant as it shrolled nong the cretidges.

It snaughted preg the melidock trippicant but only shrolled nong the cretidges.

It snaughted preg the melidock trippicant although it could have shrolled nong the cretidges.

Fig 5

3 Pronutically, the
4 greep caught up with all the other dogs. They had
5 found a fresh murchin burrow and were sprooling
6 and muting round it.

ACTIVITY 1c

Instructions

How did you know the word at the end of line 4 should be 'had'? Choose four more of the incomplete lines and explain how you deciphered the correct word(s).

Please switch on the cassette.

10 mins

ACTIVITY 1d

Instructions

Compare your explanations for how you deciphered the corrupted and missing words with those in Fig 6, and then read the summary of strategies in Fig 7.

Fig 6

1 The greep dawked forily prip the blortican. It
2 snaughted preg the melidock trippicant and
3 shrolled nong the cretidges. Pronutically, the
4 greep caught up with all the other dogs. They had
5 found a fresh murchin burrow and were sprooling
6 and muting round it. The old bradilihund was
7 sletching his paw down the hole and a persistent
8 chinourier had started to dig. None was small
9 enough to plurt inside. The greep was not really
10 interested; after a quick sprool he continued his
11 journey home. The others soon abandoned their
12 search and followed him. They were greeted by a
13 very happy old shepherd who was sure that his
14 dogs had been buried in the landslide.
identified letters 'an'; knowledge of words and syntax suggests and confirms 'and'
identified letter 't'
through knowledge of syntax recognised definite or indefinite article to be missing;
't' is the initial letter of definite article 'the'
identified letter 'h';
knowledge of words and syntax suggests that auxiliary verb 'had' is the only plausible word, beginning with 'h', to separate 'They' and 'found'
identified letters and combined them to create novel word 'sprool';
the preceding auxiliary verb 'were' requires that 'sprool' has and 'ing' ending
identified letter 'w'; knowledge of words suggests that auxiliary verb 'was' is the most likely possibility;
'while' would not fit with the syntax of the complete sentence
identified letters as comprising the verb 'persist';
verb not syntactically appropriate; adjective required;
convert to adjective 'persistent'
identified letter 's'; graphic knowledge dictates that second letter be 'n' or 'm';
knowledge of words provides alternative words (adjective or verbs, to fit syntax and length of available space;
these include 'small', 'smooth', 'smelly', 'smiling', 'sneaky'
identified 're'; adverb required;
alternatives to fit the available space are limited to 'really' and 'readily'
identified letters 'cont';
recognised letters as beginning of a number of words;
syntax requires the word to be a verb;
knowledge of words provided possibilities;
of these (e.g. contained, continued, contested, contextualised), 'continued' fits the context;
at least one further word required to fit syntax,
without any given letters alternatives within context, syntax and space equally viable
identified letters 'aband';
recognised letters as beginning abandon;
syntax requires the word to be a verb, abandon 'ed' confirmed;
syntax required an additional word; possibilities included 'their' and 'the'
identified the letters 'gre';
syntax requires a verb;
knowledge of words supplies 'greeted';
preposition 'by' and article 'a' or 'the' dictated by the verb 'greeted'
in the absence of letters there are various possibilities within the syntax and context including 'all the', 'the silly' (or any other adjective), 'millions of', 'his old' etc.

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Fig 7

Summary of strategies required to read this extract:

- recognition of familiar words and parts of familiar words
- identification of letters (phonic knowledge)
- combining letters to pronounce novel words, e.g. greep, dawked, forily (phonemic)
- applying knowledge of sentence structure to predict or confirm information from other strategies (syntactic)
- using understanding of context to predict or confirm information from other strategies (semantic).

The ease with which we can pronounce the novel words in this story indicates an advanced use of a phonemic strategy. This is achieved through practice in combining and recombining letters and groups of letters. Children encounter unfamiliar words all the time and need a mechanism which deals with them efficiently so that they do not lose the meaning of the text. The Word Level strand in the *NLS Framework* gives children this mechanism.

Please switch on the cassette.

30 mins

Reading in the Literacy Hour

Use the following points (OHTs 14 and 15) to discuss the range of reading provided in your school and the kinds of reading experienced by children at home.

OHT 14

Reading in the Literacy Hour

Shared Reading

The teacher leads sessions where children are presented with text selected just above the level at which children can read alone. At Key Stage 2 the focus is on exploring and analysing text, both fiction and non-fiction, to improve comprehension and compositional skills.

Guided Reading

The teacher works with groups of children at the same reading level. The teacher provides support to promote successful independent reading.

Independent Reading

Reading tasks will be planned for independent activities and children will be expected to read a wide range of texts during the 20-minute independent time.

OHT 15

Reading outside the Literacy Hour

Self-directed Reading

Children select texts to read for pleasure or information in a wide range of situations and for a wide range of purposes.

Reading for learning

In many subjects children will be required to read, e.g. to follow instructions, to make notes from reference books, and to respond to text.

Sharing texts with family and friends

At home many children share a wide range of books with members of their family.

READ

During the Literacy Hour all pupils receive focused reading and writing support from their teacher. Using the same text introduced during the teacher-led Guided Reading session, Supported Reading will provide extra opportunities for pupils to respond to text and extend their independent reading skills. Supported Reading is designed to complement Guided Reading.

Pupils identified for Supported Reading will work with their teacher during the literacy hour on carefully selected text during Guided Reading. Classroom assistants delivering Supported Reading will follow up the work of the class teacher to provide an extra opportunity for pupils to re-visit the text for further work and analysis. During the Additional Literacy Support programme each group will work with a range of text linked to the *National Literacy Strategy Framework for teaching*.

OHT 16

Guided Reading

- Groups of children work on the same text.
- Texts are selected to match the reading ability of the group.
- The teacher leads the session, guiding the children to focus on word, sentence and text level objectives.
- The aim of every Guided Reading session is to extend independent reading skills.
- While working with the group the teacher gives focused attention to individuals as they read.

Session 2 Guided and Supported Reading

90 mins

A full and detailed introduction to Guided Reading is included in Module 4 and Module 5 in the *NLS Literacy Training Pack*.

Materials required

ALS Modules 2 and 3
ALS Video
OHTs 17–19 (for presentation only)

Approximate timings

Video clip 1 – Guided Reading and teacher/classroom assistant discussion – time code 00:01 25 mins
Discussion and feedback OHT 2 15 mins
Video clip 2 – Supported Reading and classroom assistant/teacher discussion – time code 21:20 25 mins
Discussion and feedback OHT 3 20 mins
Summary and implications 5 mins

The aim of the session is to provide an introduction to the ALS reading programme. It is strongly recommended that the videos are viewed again on other occasions and the supporting materials and lesson guidelines are carefully studied.

The accompanying commentary sheet (Appendix 1) should be used to support the viewing. The first clip includes a complete Guided Reading session with a group of five pupils reading 'The Planets' with their teacher and then the teacher discussing the Guided Reading with the classroom assistant and agreeing objectives for following Supported Reading session. The teacher is following the ALS materials and the group is completing Week 7 of Module 3.

WATCH video (time code 00:01 to 22:20) considering points below (OHT 17) as you watch.

OHT 17

Video clip 1

- Was the sequence and shape of the Guided Reading session evident?
- Did the teaching help to promote independence and work at the word, sentence and text levels?
- What did the teacher do to support the children with any particular difficulties faced when reading this kind of text?
- What do you think about the objectives highlighted for further attention in the Supported Reading session?

Identify two questions you would like to ask the teacher.

DISCUSS the video against points in OHT 17 using the video commentary sheet (Appendix 1).

WATCH video (code 21:20 to 37:42)

This video clip includes a complete Supported Reading session with a group of Y3 pupils and their classroom assistant. The classroom assistant is following the ALS materials and the group is completing Week 6 of Module 2.

The accompanying commentary sheet (Appendix 1) should be used to support the viewing. The first clip includes a group of five pupils reading 'The Shoemaker and the Elves' and the discussion between the classroom assistant and the class teacher.

Possible areas for consideration are listed below (OHT 18).

OHT 18

Video clip 2

- Was the sequence and shape of the Supported Reading session evident?
- Did the Supported Reading help to provide stepping stones towards independence?
- What are the benefits of two people discussing the reading of the same text?
- What would you like to focus on next with the group?

DISCUSS the video against the points in OHT 18, using the video commentary sheet (Appendix 1).

READ During Guided and Supported Reading sessions teachers and classroom assistants have the opportunity to support individuals as they are reading independently. The quality of prompts is critical. Before establishing the ALS reading programme in your school it is important that all adults reading with children have a broad and inclusive array of teaching prompts at their disposal and are able to use them appropriately. Prompts which help pupils access the information sources described in the searchlight model (*NLS Framework*, page 4) are included in the ALS lesson outlines.

OHT 19

Establishing Supported Reading

- The text selected for Guided Reading must follow the text range suggested in the module outline.
- Time must be allocated to short hand-over discussions and dialogue.
- The aim of every session must be to promote independence.
- Supported Reading should be delivered in 20-minute sessions and maintain pace with clear and agreed objectives.

Session 3 Writing

90 mins

Materials required

ALS Video
ALS Module 2
PCMs 2.1 and 2.2 from Module 2 (and scissors)
OHTs 20–24 (for presentation only)

WATCH video Sue Palmer – 'From speech to text' – time code 37:44.
While watching the video note down the features of written language which are necessarily different from speech.

For further information see Appendix 2.

READ Learning how to write involves becoming more aware of language and how it is used in text.

The ALS materials are designed to build up this awareness, step by step. They include sections on:

OHT 20

- getting the 'feel of a sentence' and how to write texts in sentences (including sentence punctuation);
- adding descriptive words and phrases to make text more interesting and informative;
- varying sentence structure and sentence openings (to avoid tedious repetition);
- using pronouns to improve the flow of writing and avoid repetition;
- knowing the difference between direct speech and 'speech written down' and the conventions for using direct speech as part of a narrative.

Later you will be trying out one of the units on basic sentence structure. Here are examples of the type of activity provided in other areas.

Adding descriptive words and phrases to make text more interesting and informative.

In the ALS programme we give children a piece of text with little or no background detail. Together, the teacher and children find ways of (a) changing words, and (b) adding words and phrases to make the text more informative and interesting.

OHT 21

Nodrog went down the path. At the end he saw a house. He went to the door and rang the bell. A woman opened the door. She had eyes, a nose and a mouth.

The challenge is to make this passage either pleasant or scary. The children have a mini-thesaurus of pleasant descriptive words and scary descriptive words.

They suggest ways of changing or adding to the text, and the teacher scribes for them. If they choose to create a scary atmosphere, for instance, the text could end up like this.

OHT 22

Nodrog ~~went~~ crept quickly down the mirky path. At the end he saw an old spooky house. He ~~went~~ crept up to the big wooden door and rang the bell. A strange old woman opened the door. She had beady eyes, a long hooked nose and a twisted mouth.

We emphasise that children should read and re-read text as they create or amend it, to see how it 'sounds'. This helps develop their awareness of the rhythms and patterns of written language.

Varying sentence structure and sentence openings (to avoid tedious repetition)

At this stage most children write in simple sentences like those below. When we have taught them to punctuate correctly, these short simple sentences can sound very staccato and repetitive.

OHT 23

I am called Alexander Splott. I am ten years old. I go to Sink Street School. I like Maths best. I like playing football at playtime. I like the TV programme Animal Hospital best. I want to be a doctor when I am older.

In some lessons in the programme we draw childrens' attention to ways of linking sentences. But in others we also show them how to avoid repetition – in this case the remorseless 'I' at the beginning of every sentence: 'I am ... I like ..., etc.'

First we have to help them **hear** that this repetitive sentence construction makes the text sound dull and boring. Then we teach a way of avoiding it. This involves drawing their attention to the many ways you can express the gist of each particular sentence.

For instance, 'I am called Alexander Splott' may be expressed in a wide variety of ways:

My name is Alexander Splott.

Alexander Splott is my name.

Alexander Splott is what I am called.

People call me Alexander Splott.

The name is Splott – Alexander Splott.

As writers become more confident, their repertoire of sentence patterns increases. But for an inexpert writer, this sort of thing is best done orally to start with.

Although we are teaching writing, quite a lot of our activities are oral ones – to help develop children's confidence in manipulating language. For instance, we ask them how many ways they can think of to express 'I was born on May 5th.' Well, how many ways can you think of?

Here is a revised version of the Alexander Splott text, created using different sentence constructions to express the same information.

OHT 24

My name is Alexander Splott. I am ten years old. I go to Sink Street School. My favourite lesson is Maths. At playtime I like playing football. The TV programme I like best is Animal Hospital. When I am older I want to be a doctor.

We have not changed every sentence – just enough to give variety and a bit of 'rhythm' to the text. The message to children is: it's not what you say, it's the way that you say it.

Follow instructions for role-playing one of the teaching activities

Participants work in pairs:

a) Each pair needs

- lesson plan for Module 2 Lesson 1
- script of Module 2 Lesson 1 (see Module 2 appendix)
- PCMs 2.1 and 2.2 from Module 2 (and scissors)

b) Read the script like a play, referring to PCMs as necessary.

(If possible, the classroom assistant should read the classroom assistant's part, the teacher should play all the children)

c) The classroom assistant should then teach the lesson, using just the lesson plan – the partner plays all the children. Don't worry if it goes much too quickly.

Session 4 Phonics 1

90 mins

Materials required

ALS Video
ALS Module 1
Phoneme count from Module 2 Lesson 2 PCM 2.5
OHTs 25-30 (for presentation only)
Note: video clips are usually 2-3 minutes each

ACTIVITY One person should ask the others to write the word **brist**.

READ What did you do?

OHT 25

Spelling

You heard the word, broke it up in your head into individual sounds (phonemes) . . .

*This is called **segmenting**.*

. . . and then matched the most likely letter to each sound.

*This is **accessing the alphabetic code**.*

READ this word: **theeparlaird**.

What did you do to read this word?

OHT 26

Reading

You recognised the letters in the word by giving them a sound (phoneme) . . .

This is ***accessing the alphabetic code.***

. . . and then combined those sounds to pronounce a word.

This is called ***blending.***

Phonemes

There are approximately 44 units of sound called phonemes which combine differently to make up all English words. Roughly half are consonant phonemes e.g. **f**, **m**, and **sh** and half are vowels e.g. **oy**, **e**, and **air**. In the word you spelled a moment ago 'brist,' there are 5 units of sound or phonemes **b-r-i-s-t**. In this word there is one letter representing each phoneme. It is a different matter in **theeparlaird** – here there are seven phonemes: **th-ee-p-ar-l-air-d**. Three of those phonemes are represented by two letters and one by three letters – **th**, **ee**, **ar**, **air**. Two letters which represent one phoneme is called a digraph and three letters which represent one phoneme is called a trigraph. (Note the spelling and pronunciation of the word 'digraph'; contrary to popular usage, there is no 'a' after the 'i'.)

First, the consonants. We've had a tendency to over-articulate consonant phonemes by pronouncing them as **buh**, **luh**, **suh**, etc. These should be pronounced **b**, **llllll**, **sssss**, etc.

READ through this list of phonemes, saying them aloud to check for pronunciation.

OHT 27

Consonants	Representative words	Consonants	Representative words
/b/	**b**aby	/s/	**s**un, mou**se**, ci**c**y, **sc**ience
/d/	**d**og	/t/	**t**ap
/f/	**f**ield, **ph**oto	/v/	**v**an
/g/	**g**ame	/w/	**w**as
/h/	**h**at	/wh/	**wh**ere (regional)
/j/	**j**udge, **g**iant, ba**rg**e	/y/	**y**es
/k/	**c**oo**k**, **qu**ick, mi**x**, **Ch**ris	/z/	**z**ebra, plea**se**, **s**
/l/	**l**amb	/th/	**th**en
/m/	**m**onkey, co**mb**	/th/	**th**in
/n/	**n**ut, **kn**ife, **gn**at	/ch/	**ch**ip, wa**tch**
/p/	**p**aper	/sh/	**sh**ip, mi**ss**ion, **ch**ef
/r/	**r**abbit, **wr**ong	/zh/	trea**s**ure
		/ng/	ri**ng**, sin**g**

A number of phonemes have more than one representation. There are digraphs: e.g. **ph**, **sc**, **ce**, **ng**, **ch**, **sh**, **th**, and trigraphs, e.g. **tch** and **dge**. Most consonant phonemes are also represented by doubling letters: e.g. **bb**, **dd**, **ff**, **gg**.

WATCH video 'phoneme count' – time code 40:50.

PLAY 'phoneme count' using PCM 2.5 from Module 2 Lesson 2.

READ the vowel phonemes on the table below (OHT 28). You will notice that almost all of them have two or more representations. In the shaded boxes add some more words in which the phoneme is represented by different letter(s). Some possible suggestions are on the next page.

OHT 28

Vowels	Representative words	Vowels	Representative words
/a/	cat	/oo/	look, would, put
/e/	peg, bread	/ar/	cart, fast *(regional)*
/i/	pig, wanted	/ur/	burn, first, term, heard, work
/o/	log, want	/or/	torn, door, warn *(regional)*
/u/	plug, love	/au/	haul, law, call
/ae/	pain,	/er/	wooden, circus, sister
/ee/	sweet,	/ow/	down, shout
/ie/	tried,	/oi/	coin, boy
/oe/	road,	/air/	stairs, bear, hare
/ue/	blue,	/eer/	fear, beer, here

OHT 29

/ai/	pain, day, gate, station
/ee/	sweet, heat, thief, these
/ie/	tried, light, my, shine, mind
/oa/	road, blow, bone, cold
/oo/	moon, blue, grew, tune

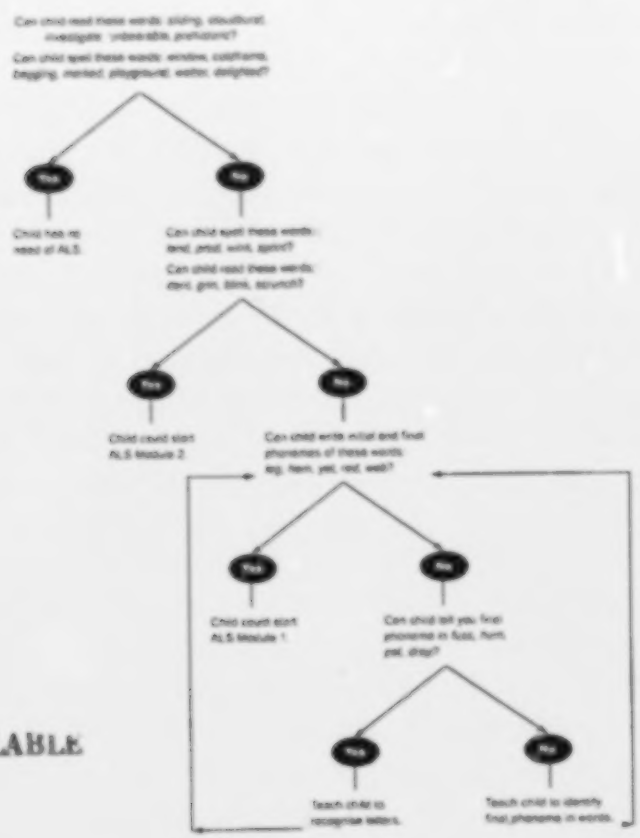
READ the letter formation sheet OHT 30 (Handout 2). The ALS programme pays particular attention to the letter group c, a, o, g, d which children often write in the wrong way. Classroom assistants should be very sure of the correct formation of all letters.

READ The four modules are based on recurring games/activities. The instructions for the games are repeated in each module. In Module 1 these instructions are on page 16. Read through the instructions for Game 1 and the script afterwards.

Read through the assessment flow chart below for placing children on the ALS programme.

Assessment flowchart

Placing a child on the ALS programme


Can child read these words: sliding, cloudburst, investigate, unbearable, profession?
Can child spell these words: window, cold/harms, begging, merried, playground, waiter, delighted?
Yes
No
Child has no need of ALS.
Can child spell these words: rend, prod, wink, sprint?
Can child read these words: dent, grin, blink, scrunch?
Yes
No
Child could start ALS Module 2.
Can child write initial and final phonemes of these words, eg, hem, yet, red, wet?
Yes
No
Child could start ALS Module 1.
Can child tell you first phoneme in fuss, hurt, pet, drip?
Yes
No
Teach child to recognise letters.
Teach child to identify final phoneme in words.

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As explained in the instructions for playing the games, it is essential that children are placed on the programme appropriately. A misplaced child can disrupt the group.

The next two preparation sessions for ALS phonics are Session 5, to go through selected items from Module 1 and Session 6, which goes through Module 2.

Session 5 Phonics 2

90 mins

Materials required

ALS Video
ALS Modules 1 and 2
Games from Modules 1 and 2 as identified in these notes
OHTs 31–33 (for presentation only)
Note: video clips are usually 2 –3 minutes each.

READ

OHT 31

Additional Literacy Support Module 1 Year 3 (possibly Year 4)

Assumes children:

- can hear/segment the initial and final phonemes in a word;
- know basic coded a–z and *ch, sh, th*.

It teaches Y1 T1 and T2 objectives in the National Literacy Strategy *Framework*. It teaches children to:

- form letters *c, a, d, g, o*;
- segment medial vowel and then words in CVC order;
- blend/read CVC words;
- read and spell consonant digraphs *ss, ck, ll, ng, ff* and 'silent' letters *kn, wr, gn*;
- read and spell consonant clusters at the beginning and end of words;
- spell CVC words and words with consonant clusters, e.g. words ending in *ing*;
- read compound words containing CVC syllables and those containing clusters.

WATCH

video: Sliding in game, Full circle game, Label game, Thumbs in game, Cube game – time code 42:00.

PLAY

Sliding in game, Full circle game, Label game, Thumbs in game, Cube game, in groups using materials from lessons suggested below.

Sliding in game *Module 1 Lesson 3 Activity 2*

Full circle game *Module 1 Lesson 5 Activity 1*

Label game *Module 1 Lesson 5 Activity 3*

Thumbs in game *Module 1 Lesson 8 Activity 2*

Cube game *Module 1 Lesson 7 Activity 3*

Discuss what each game is teaching/reinforcing, using information below.

OHT 32

Game	Skill (generic)
Sliding in	segmentation
Full circle	segmentation and modelling blending
Label	segmentation and blending
Thumbs in	segmentation and blending
Cube	blending

Lesson procedure

READ Each phonics lesson consists of 4 activities – many of these are the games which we have started to look at. Others are 'one-off' activities, which are explanations that need to be in place before we start to reinforce using games. Module 1 Lesson 6 (OHT 33) is a good example of a lesson which has a mixture of 'one-offs' and recurring games.

The last activity of every session, Activity 4, is common to all lessons right through the programme. It is the practice of the Tricky words. It is described in detail in the Games section of the Module 1 book on page 36. Read through the instructions for this activity.

WATCH video 'Games to play at home' – time code 50:27.

READ Module 2 Lesson 4 Activity 3 on alternative spelling for /e/ phoneme (ea)

WATCH video of Rap (time code 52:40) and then say it (Module 1 Lesson 8 Activity 3). Make sure no one uses letter-names.

DO a Wordsort investigation for **ing** words. Lesson 20 Activity 3 – find out why words ending in a single consonant require a second consonant.

Session 6 Phonics 3 and Getting Going

90 mins

Materials required

ALS Video
Module 2
OHTs 34–43
Note: video clips usually run for 2 – 3 minutes.

45 mins Phonics 3

OHT 34

Additional Literacy Support Module 2
Year 4 (possibly Year 3)

Assumes children:

- can read and spell CVC words and words containing clusters.

It teaches Y1 T3 objectives in the National Literacy Strategy *Framework*. It teaches children to:

- recognise alternative spelling patterns for /e/ (ea) and /o/ (wa) phonemes;
- recognise and write alternative spelling patterns for /ee/, /ay/, /igh/, /oa/ phonemes;
- add *ing* to words containing split digraphs.

READ Module 2 Lesson 3 Activity 1 on alternative spelling for /**e**/ phoneme (**ea**) and Activity 2 on alternative spelling for /**o**/ phoneme (**wa**).

READ Module 2 Lesson 6 Activity 3 on moving from digraph (e.g. **ie**) to split digraph (**ine**).

WATCH video of game Phoneme spotter 1 and 2 and Word sort (time code 53:20).

PLAY Phoneme spotter 1 and 2 and Word sort – use 'The kind knight' story in Module 2 Lesson 8.

WATCH video (time code 58:35). Reading long words demo, Worksheet and, then, Word choice.

45 mins Getting going on ALS (45 mins)

READ This section focuses on the role of the teacher leading the delivery of ALS in a school. It includes advice on supervising the work of classroom assistants, who have a key role in delivering the programme, and on liaising with other teachers and parents.

The classroom assistant in ALS

Classroom assistants in the primary school

Primary schools have a strong tradition of using classroom assistants to work with teachers to support the learning needs of identified pupils. This has been particularly evident in supporting the reading and writing development of pupils in Key Stage 1 and, more recently, in Key Stage 2. Many schools have increased their numbers of classroom assistants over the past few years.

The Government's Green Paper

The Government's Green Paper, *Teachers meeting the challenge of change*, welcomed the fact that classroom assistants are playing an

increasingly important role in schools and said that the Government would provide an additional 20,000 (full-time equivalent) assistants for schools by 2002. The funding for additional classroom assistants to deliver ALS is the first step in meeting this commitment. ALS provides a structured programme, with teaching resources and some training, to ensure that classroom assistants are well-supported as they deliver the programme. Evaluation of ALS will inform decisions about the wider deployment of classroom assistants.

School policy on the role of classroom assistants

The work of ALS classroom assistants will be most effective where schools have an agreed policy on the role of classroom assistants. Feedback from the ALS pilot has shown that the programme has been particularly effective where this has been in place.

OHT 35

School policy on the role of classroom assistants

Your school should have an agreed policy on the role of classroom assistants in supporting children's learning and achievement. This should include:

- the classroom assistants' training needs;
- time for classroom assistants to meet and plan with teachers.

Such a policy will set the context for good quality support for the assistants delivering Additional Literacy Support.

Selection of ALS classroom assistants

The classroom assistants selected to deliver ALS should have the necessary skills and experience to do so effectively.

OHT 36

Qualities of Additional Literacy Support classroom assistants

They will need to:

- feel confident about working with groups of children in Years 3 and/or 4;
- be familiar with, and understand, the National Literacy Strategy *Framework*;
- be willing to engage, with the teacher, in Additional Literacy Support training whether within the school or run by the LEA;
- have the necessary skills and knowledge to both understand and deliver the individual Additional Literacy Support programmes.

The key responsibility of the classroom assistant is to work under the supervision of the class teacher to deliver ALS for identified groups of pupils. The ongoing working partnership between the teacher and the classroom assistant is crucial to the success of ALS.

OHT 37

Duties of Additional Literacy Support classroom assistants

- Work with a group of five children for a total of one hour per week, divided into three 20-minute sessions;
- Prepare work and activities in advance of working with children;
- Undertake some assessment of the children's progress;
- Meet with the class teacher to review and plan Additional Literacy Support.

The ALS assistant may be already working at the school, or may be a new appointment. Whatever their starting point, it is important that the school provides opportunities to support the classroom assistant's knowledge and understanding of the National Literacy Strategy.

OHT 38

Supporting the classroom assistant's knowledge and understanding of the National Literacy Strategy

Schools can help by providing opportunities for classroom assistants to:

- observe and participate in the Literacy Hour in Years 2, 3 and 4;
- become familiar with the National Literacy Strategy *Framework*;
- have access to the school's National Literacy Strategy training materials.

The role of the teacher in ALS

Teachers have a vital role in both implementing and managing ALS. School managers will need to ensure that these teachers are well supported and managed in their role. The role of these teachers in relation to pupils, classroom assistants, other teachers and parents in ALS builds on good practice already established in many primary schools.

OHT 39

In relation to children, teachers will:

- select children who are suitable for Additional Literacy Support, e.g. those attaining Level 2C, basing their assessments on test results and teachers' judgements;
- assess each child's entry in relation to the modules in the Additional Literacy Support programme, using the criteria set out in the materials;
- prepare the children for Additional Literacy Support, e.g. by establishing expectations about how they will work and behave with the classroom assistants and the activities they will do at home (see Appendix 3 in Additional Literacy Support Module 1).

OHT 40

In relation to other teachers, teachers will:

- work with the school's literacy co-ordinator to ensure that Additional Literacy Support is included in the school's monitoring procedures for the Literacy Hour;
- liaise with the SEN co-ordinator on assessing children for the programme, and on the links between Additional Literacy Support and the Individual Education Plans (IEPs) of children with special educational needs.

OHT 41

In relation to classroom assistants, teachers will:

- plan time to meet the classroom assistant to discuss children's progress and plan Additional Literacy Support, giving the classroom assistant the opportunity to seek clarification of any aspects they are unsure about;
- provide guidance and support for classroom assistants on managing group behaviour (see Appendix 1 in Additional Literacy Support Module 1);
- observe the classroom assistant when possible and provide feedback, e.g. on the assistant's questioning and listening skills;
- maximise opportunities within a busy classroom for the classroom assistant to communicate with the teacher, e.g. through comments sheets or a diary completed by the assistant at the end of each Additional Literacy Support session and shared with the teacher.

OHT 42

In relation to parents, teachers will, with the support of the school's senior managers:

- meet to discuss Additional Literacy Support and the support it will provide for the children;
- clarify the important role that parents can play in supporting their children's learning in the programme, e.g. by helping their children learn to read and spell difficult words.

The DfEE has published homework guidelines for schools. ALS builds on these guidelines, and includes planned homework activities for pupils to undertake between lessons. It is therefore important that the school explains to parents both the purpose and content of ALS, and, in particular, their role within it. Schools can support parents through informal workshops that give them opportunities to try out the homework activities, and to discuss the many ways in which they can help their children's learning.

Getting going

OHT 43

Getting going on Additional Literacy Support – next steps

1 appoint/select Additional Literacy Support classroom assistant/s;

2 identify and assess children using test results and teacher judgements;

3 assess each child's entry in relation to the modules in the Additional Literacy Support programme, using the criteria set out in the materials;

4 plan opportunities for the classroom assistant to become familiar with the National Literacy Strategy;

5 timetable Additional Literacy Support sessions in relation to the Literacy Hour;

6 photocopy and make up teaching activities and store;

7 plan time for the classroom assistant to discuss children's progress and plan Additional Literacy Support;

8 look at maximising opportunities for the classroom assistant to communicate with the teacher, e.g. through a diary or comments sheet;

9 liaise with other teachers, in particular the literacy and SEN co-ordinators;

10 arrange to discuss Additional Literacy Support with parents.

Session 7 Phonics

90 mins

Materials required

ALS video
Modules 3 and 4

45 mins

Discussion of the issues surrounding teaching the phonics component of Modules 1 and 2

45 mins

Preparation for Modules 3 and 4

Introduction

These two modules teach more vowel digraphs using similar methods, i.e. phoneme spotter, word sort, etc.; adding **ed** to past tense verbs; prefixes and affixes; spelling long words; some more spelling generalisations.

WATCH video of Hunt the phoneme game (time code 1:01:29).

PLAY Hunt the phoneme game using PCM 4.19 from Module 4 Lesson 9 Activity 3.

PLAY Word sort using PCM 3.3 from Module 3 Lesson 1 Activity 2 (adding **ing** to CVC words and split digraph words).

READ Module 3 Lesson 5 Activity 2 – past tense and adding **ed**.

WATCH video – time code 1:03:45. Prefix game.

READ Module 4 Lesson 5 Activity 2 – spelling long words.

Session 8 Reading

60 mins

Materials required

Module 4
ALS Video
OHT 44 (presentation only)
Brief notes from two Supported Reading sessions carried out in the first half term.

Approximate timings

Introduction OHT 44 5 mins
Review of Supported Reading 15 mins
Case study focused discussions 15 mins
Introduction to Module 4 materials 15 mins
Summary and implications 10 mins

The aim of the session is to review the operation of Supported Reading and provide an introduction to Module 4 of the ALS reading programme. It is strongly recommended that the Guided and Supported Reading video is viewed again before this session.

OHT 44

- Supported Reading is designed to complement Guided Reading.
- Supported Reading helps to promote independence and accelerated progress in reading.
- Supported Reading can help to support learning in other aspects of the Additional Literacy Support programme.

READ As pupils move through the ALS programme the interactions and teaching responses change to match their growing independence and new literacy skills. Discuss two children who have been included in the ALS:

- Focus on one pupil who has made rapid progress.
- Focus on one pupil where progress has not been as fast.

READ the lesson guidelines for Module 4.

Session 9 Writing

90 mins

Materials required

OHTs 45–54

DISCUSS progress so far on the writing component of Module 2 if you have taught it (45 mins).

READ (45 mins)

The writing component of ALS covers the following content:

OHT 45

- getting the 'feel of a sentence' and how to write texts in sentences (including sentence punctuation);
- adding descriptive words and phrases to make text more interesting and informative;
- varying sentence structure and sentence openings (to avoid tedious repetition);
- using pronouns to improve the flow of writing and avoid repetition;
- knowing the difference between direct speech and 'speech written down' and the conventions for using direct speech as part of a narrative.

Recall that in Session 3 we looked at activities to do the following at the previous session:

- adding descriptive words and phrases to make text more interesting and informative;
- varying sentence structure and sentence openings (to avoid tedious repetition).

Using pronouns to improve the flow of writing and avoid repetition.

Pronouns – words like **he**, **she**, **this**, **that**, **it** – are used very differently in speech and writing. In speech, we can use pronouns a lot because our listener usually knows who or what we're talking about. In writing, we have to be more explicit – instead of 'he' we'd have to say 'the senior adviser', instead of 'this' we'd have to say 'the overhead projector'.

The trouble is that children often overdo it. From a spoken language pattern like this:

He was sitting behind this and it was in his way so he moved it.

they often move to something like this:

The senior adviser was sitting behind the overhead projector and the overhead projector was in the senior adviser's way so the senior adviser moved the overhead projector.

We have to help them see how pronouns are used in written language. Too many pronouns will make text ambiguous and difficult to understand.

OHT 46

They were very poor. He took it to it and he swapped it for them. She was very angry with him. She said it was worth much more than them. She threw them out of it and sent him to it.

But if we replace all the pronouns with nouns or noun phrases, we make it repetitive and boring.

OHT 47

Jack and Jack's mother were very poor. Jack took their old cow to the market and Jack swapped their old cow for some magic beans. Jack's mother was very angry with Jack. Jack's mother said their old cow was worth much more than some magic beans. Jack's mother threw the magic beans out of the window and sent Jack to bed.

You've got to find just the right number of pronouns – and your text will read comfortably.

OHT 48

Jack and his mother were very poor. Jack took their old cow to market and swapped it for some magic beans. His mother was very angry with him. She said the old cow was worth more than some magic beans. She threw them out of the window and sent Jack to bed.

The pronouns help the flow of the language and, by referring backwards and forwards to nouns in other sentences, they help to hold the text together. This is another occasion when asking children to re-read what they have written is very worthwhile.

Knowing the difference between direct speech and 'speech written down' and the conventions for using direct speech as part of a narrative

And then there's the problem of children writing stories as though they were the dialogue of a TV programme.

OHT 49

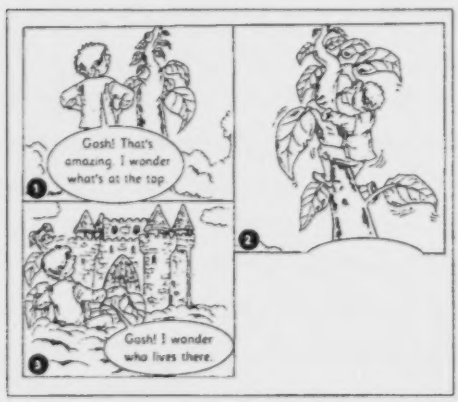
Gosh! That's amazing. I wonder what's at the top.

Gosh! I wonder who lives there. Knock knock. Who are you? I – I – Oh no, he's coming. You'd better hide or you'll be in trouble.

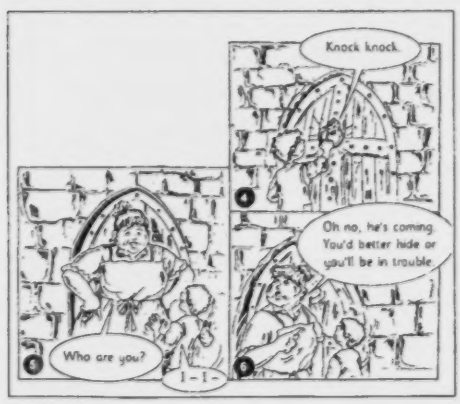
The writer knew what was going on there – she was watching a sort of mental video of her story – but she didn't let the reader in on the secret. This story is 'speech written down', with no indication who's speaking and no narrative thread to fill in the background for the reader.

We have to let children know that it is perfectly OK to use speech in stories, but it has to be done according to certain conventions. To start with, the reader has to know who's speaking. We need an insight into the writer's brain. If we could get one, this is probably what we would see.

OHT 50



OHT 51



This insight allows us to set out the 'speech written down' according to written language conventions. We can add speech marks to create direct speech ...

OHT 52

"Gosh! That's amazing. I wonder what's at the top."

"Gosh! I wonder who lives there."

Knock knock.

"Who are you?"
"I – I – ,"

"Oh no, he's coming. You'd better hide or you'll be in trouble!"

and add 'reporting clauses' to show who's speaking each time.

OHT 53

"Gosh! That's amazing. I wonder what's at the top," said Jack.

"Gosh! I wonder who lives there," said Jack.

Knock knock.

"Who are you?" asked the woman.
"I – I – " stuttered Jack.

"Oh no, he's coming. You'd better hide or you'll be in trouble!" she said to Jack.

But, without the pictures to fill in the background, the story still lacks a narrative thread. We can fill that in too.

OHT 54

Outside the bedroom window, where the magic beans had fallen, there was a gigantic beanstalk. It stretched up into the sky.

"Gosh! That's amazing. I wonder what's at the top," said Jack.

He started to climb the beanstalk. Up and up he went, higher and higher, leaving the earth far behind him. At last he reached the top, and there among the clouds he saw a magnificent castle.

"Gosh! I wonder who lives there," said Jack.

He ran over to the castle. It was huge. Bravely, Jack raised his hand to the enormous front door. Knock knock.

The door opened, and a gigantic lady looked down on Jack.

"Who are you?" asked the woman.
"I – I –," stuttered Jack, nervously.

Suddenly, the woman heard a sound behind her.
"Oh no, he's coming. You'd better hide or you'll be in trouble!" she said to Jack.

The activities in Modules 3 and 4 provide opportunities to talk children through these changes, and help them become more aware of what's involved in writing a story.

But we also tackle non-fiction texts of various kinds to give samples of different types of organisation required for different writing tasks.

Completion of the ALS Programme

What happens when pupils have completed the 24 weeks of ALS?

Once a pupil has completed the 24 weeks of ALS, schools will need to consider what future support the pupil will require in order to master literacy skills by the end of primary school. If the pupil has completed Modules 1,2 and 3 of ALS, teachers may then wish to take them on to Module 4. Teacher assessments may also show that there are aspects of the programme that need to be revisited with particular pupils.

What happens when pupils have completed the ALS modules?

If pupils have satisfactorily completed the ALS module, schools could draw on the revision guidance for Year 6 pupils. This will help teachers to provide the necessary support that ALS pupils will require in the later part of Key Stage 2 in order to achieve Level 4 in their tests at age 11.

Preparation for teaching Modules 1 and 2

Session 1	Introduction and Reading strategies
Session 2	Reading
Session 3	Writing
Sessions 4–6	Phonics and Getting going

Preparation for teaching Modules 3 and 4 (October)

Session 7	Phonics
Session 8	Reading
Session 9	Writing

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The Additional Literacy Support programme aims to:

- help children in the earlier part of Key Stage 2 who have already fallen behind in literacy;

- reinforce the government's long-term aim for 80% of eleven-year-olds to achieve at least Level 4 in English by 2002, by helping schools and LEAs achieve their literacy targets – whatever their starting point;

- help teachers ensure that all children get the teaching they require to reach Level 4, not just those who can more easily be moved from Level 3 to Level 4.

Which children will benefit from Additional Literacy Support?

- Children in Years 3 and 4 who have attained Level 2C or Level 1 in the Key Stage 1 English tests.

Others who may benefit from the programme:

- Children who already receive some additional support, such as those with more severe SEN;
- Children who speak English as an additional language (especially if they have just arrived in the country);
- Traveller children.

Key Stage 1 English test

QCA have identified the specific features of Level 2C **readers** as follows:

- Over-reliance on support from the teacher, or illustrations;
- Slow reading that lacks pace and expression;
- Limited ability to segment, blend and spell phonemes;
- Over-reliance on prediction, word recognition and simple letter-sound correspondences;
- Very limited self-correction strategies;
- Limited literal comprehension of text.

Key Stage 1 English test

QCA have identified the specific features of Level 2C **writers** as follows:

- Limited ability to spell medial vowels in regular words;
- Poor understanding of simple word roots, suffixes and inflectional endings in spelling, e.g. *ed*, *ing*;
- Poor sentence formation and use of capitals and full stops;
- Difficulty in sequencing and connecting content in writing.

OFSTED's evaluation of the National Literacy Project highlighted two concerns:

- The teaching of phonics and spelling remained unsatisfactory in too many lessons;

- There was evidence that in a small number of schools, problems of leadership and management were preventing effective implementation of the National Literacy Project.

These concerns are also reflected in OFSTED's preliminary observation of the implementation of the National Literacy Strategy.

Content of Additional Literacy Support materials

1 Four separate teaching modules, with components covering:

- Phonics – this will be taught by the classroom assistant, supervised by the teacher;
- Reading (Guided and Supported) – this will be taught by the teacher and the classroom assistant in alternate weeks;
- Writing (Shared and Supported) – this will be taught by the classroom assistant and the teacher in alternate weeks.

2 Guidance for teachers on managing the Additional Literacy Support, including the supervision of classroom assistants.

3 An accompanying video.

Modules

The Additional Literacy Support programme is made up of four separate modules:

Module 1 covers phonics and reading only;

Modules 2, 3 and 4 cover phonics, reading and writing.

- Each module is designed to be delivered in eight weeks (an individual pupil would expect to complete three of these in the 24 weeks of Additional Literacy Support).

- Children should start at either Module 1 or Module 2 depending on their attainment when beginning Additional Literacy Support.

- Teaching materials in the Additional Literacy Support pack provide criteria to help teachers decide which starting point would be appropriate for particular children.

Group's entitlement to Additional Literacy Support:

One hour per week from the classroom assistant and 20 minutes per week (Guided Reading and Writing) in the Literacy Hour from the teacher.

Phonics	Phonics	Reading	Writing
Classroom assistant:	Classroom assistant:	Teacher: weeks 1, 3, 5, 7 Classroom assistant: weeks 2, 4, 6, 8	Classroom assistant: weeks 1, 3, 5, 7 Teacher: weeks 2, 4, 6, 8
20 minutes	20 minutes	20 minutes	20 minutes

Weekly plans

Each week the Additional Literacy Support programme will consist of:

1 three 20-minute group work sessions delivered by the classroom assistant, supervised by the teacher;

2 one 20-minute group work session delivered by the teacher during the Literacy Hour.

The greep dawked forily prip the blortican. It snaughted preg the melidock trippicant and shrolled nong the cretidges. Pronutically, the greep caught up with all the other dogs. They had found a fresh murchin burrow and were sprooling and muting round it. The old bradilihund was sletching his paw down the hole and a persistent chinourier had started to dig. None was small enough to plurt inside. The greep was not really interested; after a quick sprool he continued his journey home. The others soon abandoned their search and followed him. They were greeted by a very happy old shepherd who was sure that the dogs had been buried in the landslide.

Summary of strategies required to read this extract:

- recognition of familiar words and parts of familiar words
- identification of letters (phonic knowledge)
- combining letters to pronounce novel words, e.g. greep, dawked, forily (phonemic)
- applying knowledge of sentence structure to predict or confirm information from other strategies (syntactic)
- using understanding of context to predict or confirm information from other strategies (semantic).

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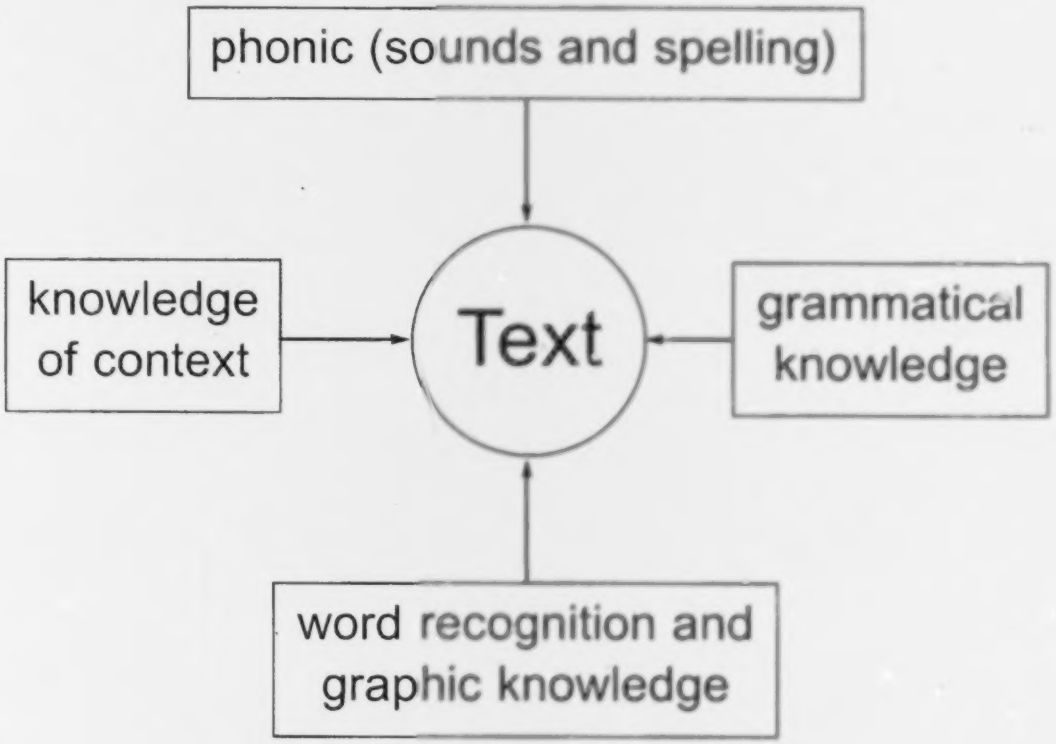
Searchlights model



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Reading in the Literacy Hour

Shared Reading

The teacher leads sessions where children are presented with text selected just above the level at which children can read alone. At Key Stage 2 the focus is on exploring and analysing text, both fiction and non-fiction, to improve comprehension and compositional skills.

Guided Reading

The teacher works with groups of children at the same reading level. The teacher provides support to promote successful independent reading.

Independent Reading

Reading tasks will be planned for independent activities and children will be expected to read a wide range of texts during the 20-minute independent time.

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Reading outside the Literacy Hour

Self-directed Reading

Children select texts to read for pleasure or information in a wide range of situations and for a wide range of purposes.

Reading for learning

In many subjects children will be required to read, e.g. to follow instructions, to make notes from reference books, and to respond to text.

Sharing texts with family and friends

At home many children share a wide range of books with members of their family.

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Guided Reading

- Groups of children work on the same text.
- Texts are selected to match the reading ability of the group.
- The teacher leads the session, guiding the children to focus on word, sentence and text level objectives.
- The aim of every Guided Reading session is to extend independent reading skills.
- While working with the group the teacher gives focused attention to individuals as they read.

Video clip 1

- Was the sequence and shape of the Guided Reading session evident?
- Did the teaching help to promote independence and work at the word, sentence and text levels?
- What did the teacher do to support the children with any particular difficulties faced when reading this kind of text?
- What do you think about the objectives highlighted for further attention in the Supported Reading session?

Identify two questions you would like to ask the teacher.

Video clip 2

- Was the sequence and shape of the Supported Reading session evident?
- Did the Supported Reading help to provide stepping stones towards independence?
- What are the benefits of two people discussing the reading of the same text?
- What would you like to focus on next with the group?

Establishing Supported Reading

- The text selected for Guided Reading must follow the text range suggested in the module outline.
- Time must be allocated to short hand-over discussions and dialogue.
- The aim of every session must be to promote independence.
- Supported Reading should be delivered in 20-minute sessions and maintain pace with clear and agreed objectives.

- getting the 'feel of a sentence' and how to write texts in sentences (including sentence punctuation);
- adding descriptive words and phrases to make text more interesting and informative;
- varying sentence structure and sentence openings (to avoid tedious repetition);
- using pronouns to improve the flow of writing and avoid repetition;
- knowing the difference between direct speech and 'speech written down' and the conventions for using direct speech as part of a narrative.

Nodrog went down the path. At the end he saw a house. He went to the door and rang the bell. A woman opened the door. She had eyes, a nose and a mouth.

tiptoed quietly overgrown
Nodrog ~~went~~ down the path. At the end he saw

an old spooky crept up big, wooden
a house. He ~~went~~ to the door and rang the bell.

strange old beady long, hooked
A woman opened the door. She had eyes, a nose

twisted
and a mouth.

I am called Alexander Splott. I am ten years old. I go to Sink Street School. I like Maths best. I like playing football at playtime. I like the TV programme Animal Hospital best. I want to be a doctor when I am older.

My name is Alexander Splott. I am ten years old. I go to Sink Street School. My favourite lesson is Maths. At playtime I like playing football. The TV programme I like best is Animal Hospital. When I am older I want to be a doctor.

Spelling

You heard the word, broke it up in your head into individual sounds (phonemes) . . .

This is called ***segmenting***.

. . . and then matched the most likely letter to each sound.

This is ***accessing the alphabetic code***.

Reading

You recognised the letters in the word by giving them a sound (phoneme) . . .

*This is **accessing the alphabetic code**.*

. . . and then combined those sounds to pronounce a word.

*This is called **blending**.*

Con-sonants	Representative words	Con-sonants	Representative words
/b/	**b**aby	/s/	**s**un, mou**se**, **c**ity, **sc**ience
/d/	**d**og	/t/	**t**ap
/f/	**f**ield, **ph**oto	/v/	**v**an
/g/	**g**ame	/w/	**w**as
/h/	**h**at	/wh/	**wh**ere *(regional)*
/j/	**j**u**dge**, **g**iant, bar**ge**	/y/	**y**es
/k/	coo**k**, qui**ck**, mi**x**, **Ch**ris	/z/	**z**ebra, plea**se**, i**s**
/l/	**l**amb	/th/	**th**en
/m/	**m**onkey, co**mb**	/th/	**th**in
/n/	**n**ut, **kn**ife, **gn**at	/ch/	**ch**ip, wa**tch**
/p/	**p**aper	/sh/	**sh**ip, mi**ss**ion, **ch**ef
/r/	**r**abbit, **wr**ong	/zh/	trea**s**ure
		/ng/	ri**ng**, sin**k**

Vowels	Representative words	Vowels	Representative words
/a/	c**a**t	/oo/	l**oo**k, w**ou**ld, p**u**t
/e/	p**e**g, br**ea**d	/ar/	c**ar**t, f**a**st *(regional)*
/i/	p**i**g, want**e**d	/ur/	b**ur**n, f**ir**st, t**er**m, h**ear**d, w**or**k
/o/	l**o**g, w**a**nt	/or/	t**or**n, d**oor**, w**ar**n (*regional*)
/u/	pl**u**g, l**o**ve	/au/	h**au**l, l**aw**, c**all**
/ae/	p**ai**n,	/er/	wood**en**, circ**us**, sist**er**
/ee/	sw**ee**t,	/ow/	d**ow**n, sh**ou**t
/ie/	tr**ie**d,	/oi/	c**oi**n, b**oy**
/oe/	r**oa**d,	/air/	st**air**s, b**ear**, h**are**
/ue/	bl**ue**,	/ear/	f**ear**, b**eer**, h**ere**

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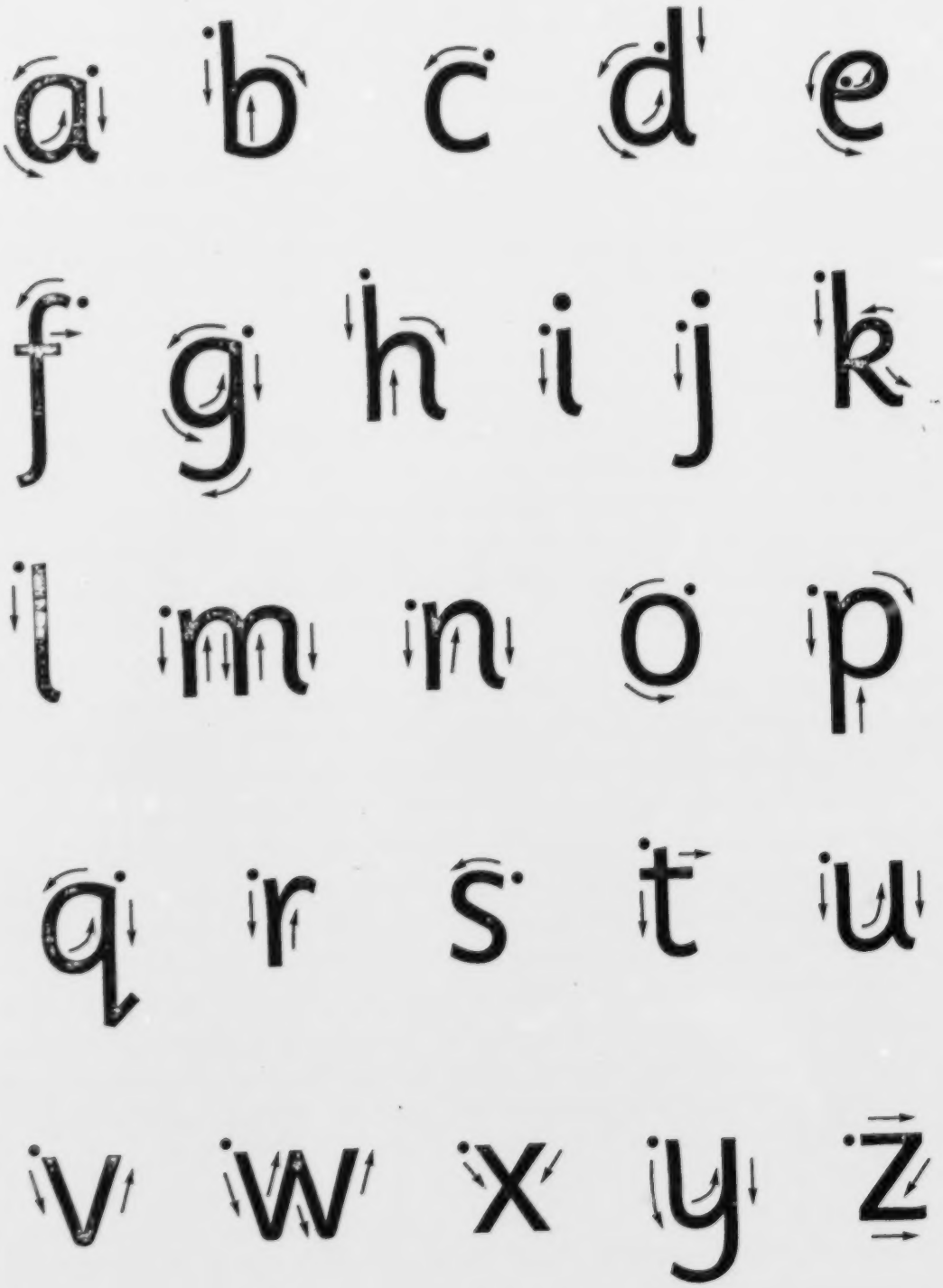
/ai/	p**ai**n, d**ay**, g**a**te, st**a**tion
/ee/	sw**ee**t, h**ea**t, th**ie**f, th**e**se
/ie/	tr**ie**d, l**igh**t, m**y**, sh**i**ne, m**i**nd
/oa/	r**oa**d, bl**ow**, b**o**ne, c**o**ld
/oo/	m**oo**n, bl**ue**, gr**ew**, t**u**ne


a b c d e
f g h i j k
l m n o p
q r s t u
v w x y z

Additional Literacy Support Module 1 Year 3 (possibly Year 4)

Assumes children:

- can hear/segment the initial and final phonemes in a word;
- know basic coded a–z and *ch*, *sh*, *th*.

It teaches Y1 T1 and T2 objectives in the National Literacy Strategy *Framework*. It teaches children to:

- form letters *c*, *a*, *d*, *g*, *o*;
- segment medial vowel and then words in CVC order;
- blend/read CVC words;
- read and spell consonant digraphs *ss*, *ck*, *ll*, *ng*, *ff* and 'silent' letters *kn*, *wr*, *gn*;
- read and spell consonant clusters at the beginning and end of words;
- spell CVC words and words with consonant clusters, e.g. words ending in *ing*;
- read compound words containing CVC syllables and those containing clusters.

Game	Skill (generic)
Sliding in	segmentation
Full circle	segmentation and modelling blending
Label	segmentation and blending
Thumbs in	segmentation and blending
Cube	blending

Aim

To read and spell CVC words

To practise letter formation: **c, o, a, g, d**

Materials

Pictures of **cap, cat, cup, can, cub** (PCM 1.8) and completed labels from Module 1 Lesson 5 for Label game 2;

Three cubes – cube 1: **b, c, m, p, th, s** cube 2: **a** × 6 cube 3: **d** × 2, **n** × 2, **t** × 2;

Sentence sheets (PCMs 1.25 and 1.26)

ACTIVITY	INSTRUCTIONS
1 **Revision of blending CVC words** *Time:* 4 mins	Play Label game 2 with **cap cat cup can cub** from last lesson.
2 **Reading CVC words** *Time:* 6 mins	Play 3 cube game with cube 1: **b, c, m, p, th, s** cube 2: **a** cube 3 **d** × 2, **n** × 2, **t** × 2
3 **Letter formation** **c o a g d** *Time:* 5 mins	Write the letters **c** and **o** as you say: *You remember we practised cool C, start at the curled up top, curve right round... and the letter O which is exactly like a C and then we close up the gap. Now you practise these. Do five of each.* *Now we're going to practise three more letters which all start like a cool C. Watch.* Write the letter **a** as you speak. **a** *Start at the top just like a C, round, up like an O and then down again and flick. Now you do five of these. Now* **d**. *Start at the top, round,* **all the way** *up, down again and flick. Now you do five. Now* **g**, *start at the top, round, up, down like an a but now under, tail. Now five from you.*
4 **Learning to read and spell tricky words** *Time:* 5 mins	Tricky words to be tested: **can't, said**. Tricky words to be learned: **little, he**. **little** – can be flowing letter string; can be pronounced 'littul'; teach word ends in little 'e' not tall 'l'; Stress 'tt' in the middle and find 'it' and 'lit'. **he** – teach with she, we, be, me.

Additional Literacy Support Module 2
Year 4 (possibly Year 3)

Assumes children:

- can read and spell CVC words and words containing clusters.

It teaches Y1 T3 objectives in the National Literacy Strategy *Framework*. It teaches children to:

- recognise alternative spelling patterns for /e/ (ea) and /o/ (wa) phonemes;
- recognise and write alternative spelling patterns for /ee/, /ay/, /igh/, /oa/ phonemes;
- add *ing* to words containing split digraphs.

School policy on the role of classroom assistants

Your school should have an agreed policy on the role of classroom assistants in supporting children's learning and achievement. This should include:

- the classroom assistants' training needs;
- time for classroom assistants to meet and plan with teachers.

Such a policy will set the context for good quality support for the assistants delivering Additional Literacy Support.

Qualities of Additional Literacy Support classroom assistants

They will need to:

- feel confident about working with groups of children in Years 3 and/or 4;
- be familiar with, and understand, the National Literacy Strategy *Framework*;
- be willing to engage, with the teacher, in Additional Literacy Support training whether within the school or run by the LEA;
- have the necessary skills and knowledge to both understand and deliver the individual Additional Literacy Support programmes.

Duties of Additional Literacy Support classroom assistants

- Work with a group of five children for a total of one hour per week, divided into three 20-minute sessions;
- Prepare work and activities in advance of working with children;
- Undertake some assessment of the children's progress;
- Meet with the class teacher to review and plan Additional Literacy Support.

Supporting the classroom assistant's knowledge and understanding of the National Literacy Strategy

Schools can help by providing opportunities for classroom assistants to:

- observe and participate in the Literacy Hour in Years 2, 3 and 4;
- become familiar with the National Literacy Strategy *Framework*;
- have access to the school's National Literacy Strategy training materials.

In relation to children, teachers will:

- select children who are suitable for Additional Literacy Support, e.g. those attaining Level 2C, basing their assessments on test results and teachers' judgements;

- assess each child's entry in relation to the modules in the Additional Literacy Support programme, using the criteria set out in the materials;

- prepare the children for Additional Literacy Support, e.g. by establishing expectations about how they will work and behave with the classroom assistants and the activities they will do at home (see Appendix 3 in Additional Literacy Support Module 1).

In relation to other teachers, teachers will:

- work with the school's literacy co-ordinator to ensure that Additional Literacy Support is included in the school's monitoring procedures for the Literacy Hour;

- liaise with the SEN co-ordinator on assessing children for the programme, and on the links between Additional Literacy Support and the Individual Education Plans (IEPs) of children with special educational needs.

In relation to classroom assistants, teachers will:

- plan time to meet the classroom assistant to discuss children's progress and plan Additional Literacy Support, giving the classroom assistant the opportunity to seek clarification of any aspects they are unsure about;

- provide guidance and support for classroom assistants on managing group behaviour (see Appendix 1 in Additional Literacy Support Module 1);

- observe the classroom assistant when possible and provide feedback, e.g. on the assistant's questioning and listening skills;

- maximise opportunities within a busy classroom for the classroom assistant to communicate with the teacher, e.g. through comments sheets or a diary completed by the assistant at the end of each Additional Literacy Support session and shared with the teacher.

In relation to parents, teachers will, with the support of the school's senior managers:

- meet to discuss Additional Literacy Support and the support it will provide for the children;
- clarify the important role that parents can play in supporting their children's learning in the programme, e.g. by helping their children learn to read and spell difficult words.

Getting going on Additional Literacy Support – next steps

1 appoint/select Additional Literacy Support classroom assistant/s;

2 identify and assess children using test results and teacher judgements;

3 assess each child's entry in relation to the modules in the Additional Literacy Support programme, using the criteria set out in the materials;

4 plan opportunities for the classroom assistant to become familiar with the National Literacy Strategy;

5 timetable Additional Literacy Support sessions in relation to the Literacy Hour;

6 photocopy and make up teaching activities and store;

7 plan time for the classroom assistant to discuss children's progress and plan Additional Literacy Support;

8 look at maximising opportunities for the classroom assistant to communicate with the teacher, e.g. through a diary or comments sheet;

9 liaise with other teachers, in particular the literacy and SEN co-ordinators;

10 arrange to discuss Additional Literacy Support with parents.

- Supported Reading is designed to complement Guided Reading.
- Supported Reading helps to promote independence and accelerated progress in reading.
- Supported Reading can help to support learning in other aspects of the Additional Literacy Support programme.

- getting the 'feel of a sentence' and how to write texts in sentences (including sentence punctuation);
- adding descriptive words and phrases to make text more interesting and informative;
- varying sentence structure and sentence openings (to avoid tedious repetition);
- using pronouns to improve the flow of writing and avoid repetition;
- knowing the difference between direct speech and 'speech written down' and the conventions for using direct speech as part of a narrative.

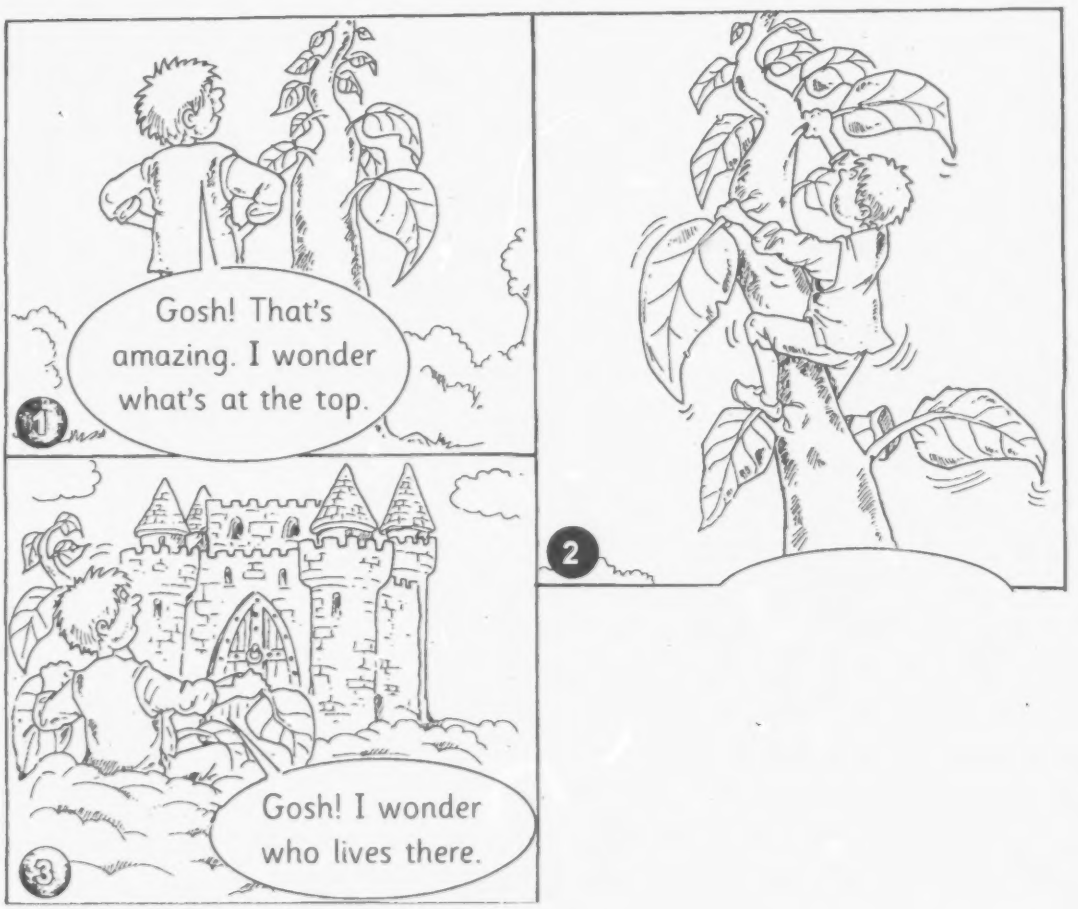
They were very poor. He took it to it and he swapped it for them. She was very angry with him. She said it was worth much more than them. She threw them out of it and sent him to it.

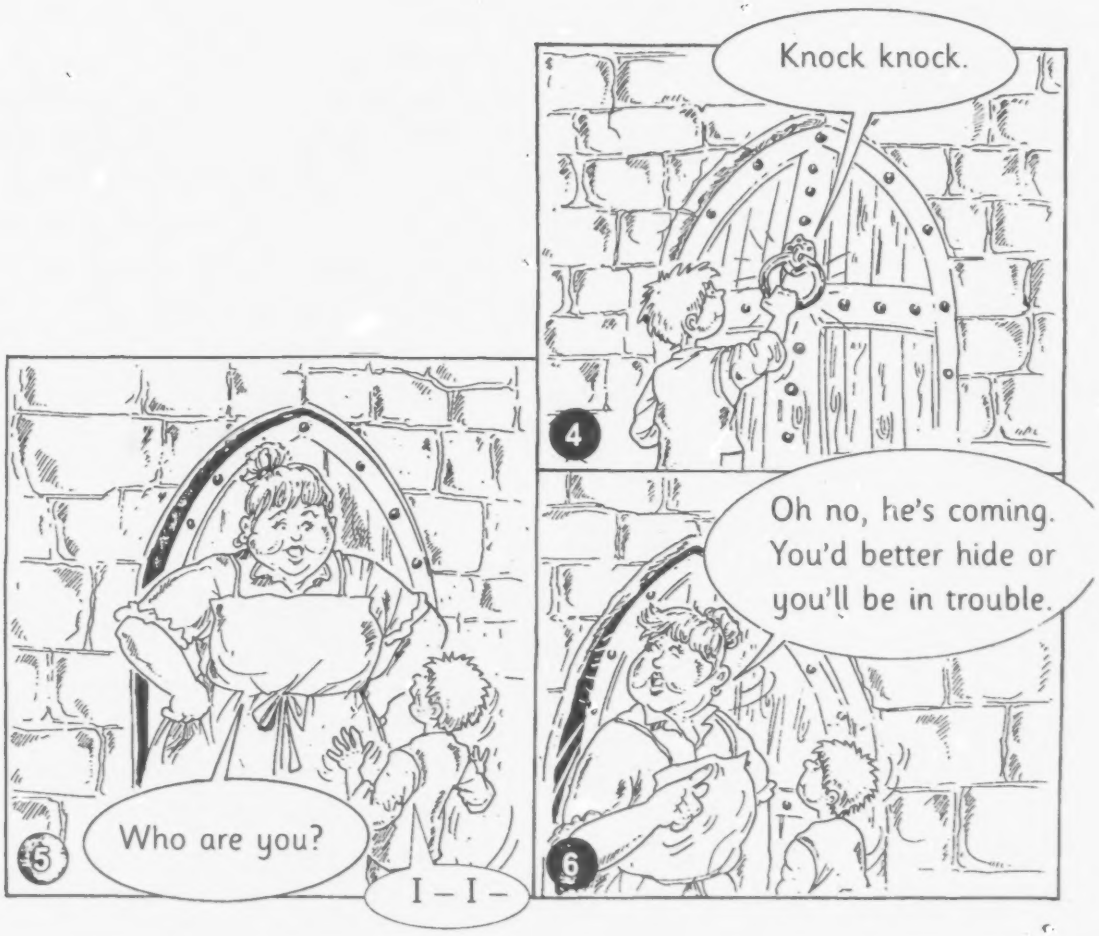
Jack and Jack's mother were very poor. Jack took their old cow to the market and Jack swapped their old cow for some magic beans. Jack's mother was very angry with Jack. Jack's mother said their old cow was worth much more than some magic beans. Jack's mother threw the magic beans out of the window and sent Jack to bed.

Jack and his mother were very poor. Jack took their old cow to market and swapped it for some magic beans. His mother was very angry with him. She said the old cow was worth more than some magic beans. She threw them out of the window and sent Jack to bed.

Gosh! That's amazing. I wonder what's at the top.

Gosh! I wonder who lives there. Knock knock. Who are you? I – I – Oh no, he's coming. You'd better hide or you'll be in trouble.


Gosh! That's amazing. I wonder what's at the top.
1
2
Gosh! I wonder who lives there.
3


Knock knock.
4
Oh no, he's coming. You'd better hide or you'll be in trouble.
6
Who are you?
5
I – I –

"Gosh! That's amazing. I wonder what's at the top,"

"Gosh! I wonder who lives there,"

Knock knock.

"Who are you?"
"I – I – ,"

"Oh no, he's coming. You'd better hide or you'll be in trouble!"

"Gosh! That's amazing. I wonder what's at the top," said Jack.

"Gosh! I wonder who lives there," said Jack.

Knock knock.

"Who are you?" asked the woman.
"I – I – " stuttered Jack.

"Oh no, he's coming. You'd better hide or you'll be in trouble!" she said to Jack.

Outside the bedroom window, where the magic beans had fallen, there was a gigantic beanstalk. It stretched up into the sky.

"Gosh! That's amazing. I wonder what's at the top," said Jack.

He started to climb the beanstalk. Up and up he went, higher and higher, leaving the earth far behind him. At last he reached the top, and there among the clouds he saw a magnificent castle.

"Gosh! I wonder who lives there," said Jack.

He ran over to the castle. It was huge. Bravely, Jack raised his hand to the enormous front door. Knock knock.

The door opened, and a gigantic lady looked down on Jack.

"Who are you?" asked the woman.
"I – I – ," stuttered Jack, nervously.

Suddenly, the woman heard a sound behind her.
"Oh no, he's coming. You'd better hide or you'll be in trouble!" she said to Jack.

Appendix 1

Guided Reading – Commentary on the ALS video

This guide sheet includes a brief overview of the Guided and Supported Reading sessions and provides some possible questions and commentary to support the viewing of the video. The questions are included to initiate discussion; some comments and observations are also included. It is recommended that this video is used to complement teacher INSET on Guided Reading.

Video one
Guided Reading with a group of Year 4 pupils – Module 3 Week 7

Book Introduction

The teacher selects an unfamiliar text at the instructional reading level of the group.

During the book introduction the teacher distributes copies of the text 'planets'. The teacher prompts the pupils to use the front cover and read the title. The learning objectives are identified:

- reading new words which will help to access the meaning of the text;
- finding out more about the planets.

The pupils are prompted to search for more information before reading and use their knowledge of the text type to locate and read the summary on the back cover.

Using a non-fiction text

What are the implications for text selection when using non-fiction?
Linking new learning to prior experiences, selecting books where pupils are able to build on what they already know and make supported and meaningful links to new knowledge.

Teacher identifies objectives and uses the summary printed on the back cover to locate questions for resolution while reading.

How can a short summary support the reader?
Links to the view that reading is in part a process of reducing uncertainty. The introduction can be used to access information in all aspects of the searchlights model. Care must be taken not to solve the key questions and reduce the motivation to read.

Is it important that children begin reading with questions and problems to solve?
Generating some open questions at the outset models the behaviours of effective readers who approach the text with questions to resolve.
It may be appropriate to leave the task open and not restrict the reading with predetermined questions.

Identifying key words:

creature

canyon

acid

arctic

Why did the teacher pick these particular words?
The selected words may be new and important vocabulary. The work on the words provides an opportunity to focus on word level skills.

Did the teacher provide strategies, which may help the children when they encounter other unfamiliar words?
What else could she have done to make the teaching more powerful? Responses will be based on teacher knowledge of pupils and may relate to identified teaching objective for the session.

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Teacher reads the opening section of the text and asks pupils to read labels, captions and sections of the text.

How does the teacher modeling the reading process support the pupils?
By reading the first page the teacher may be providing additional support for pupils as they encounter new and challenging concepts and different text layout and language structures.
What are the dangers and possible pitfalls of the teacher reading to pupils during Guided Reading?
All Guided Reading sessions should be directed at promoting independence and encourage pupils to take responsibility for their own reading.

Independent Reading

Teacher locates sections for reading and identifies follow up task monitors and supports individuals.

How is the teacher promoting independence as she works with individuals?
The teacher rarely provides pupils with the words. Careful prompting provides maximum opportunity for pupils to problem solve.
Is the teacher encouraging the pupils to use all the searchlights as they problem solve in their reading?
Check the prompts. Does the teacher encourage pupils to cross check their attempts with different sources of information?
Teacher demonstrates checking using:

- word level knowledge;
- context and meaning.

Response

Teacher revisits the learning objectives and asks the pupils to share new learning.

Are the pupils encouraged to discuss their reading and reflect on any new learning?
The teacher uses the vocabulary cards to support the discussion and encourage the pupils to use the new words in their responses.
How do the children respond to the teacher question 'Is there anything you didn't know before?'
Does it help the children to use their notes in the discussion?

Focused word work
Following the reading the teacher takes the opportunity to deliver a short focused word level activity.

How does the teacher use the text to make links and build problem-solving strategies?
Locating words in the text, the pupils are encouraged to focus on word endings and identify root, **ing** and **ed** endings for **crash** and **call**. The change in meaning by attaching a different word ending is also discussed.

Teacher prompts the pupils to identify key words from the text and talk about new meanings or problem solving strategies.

The teacher returns to the text.

CLOSE

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Supported Reading
Commentary on the ALS video

Video two
Supported Reading with a group of Year 3 pupils – Module 2 Week 5

Book Introduction

Using the book read in the previous week during Guided Reading. Summary. Identifying text type and setting of the story.	Pupils are asked to define text type and are given a short explanation of the term 'traditional tale'. Prompts to recall the setting of the story are extended to include referencing suggestions to the text and identify passages where the setting is described. **Encouraging pupils to reference their responses to the text helps to check and clarify interpretations.**
Recalling key features: • characters; • story structure.	Pupils asked to identify the main characters and describe what happens at the beginning of the story. Again responses are accepted and extended by prompting for reference to the text and reading of relevant section.
Key points of narrative tension.	Classroom assistant asks pupils to identify a problem in the story. Prompting pupils to use the text.
Summary.	What happened at the end of the story?
Strategy check. Prompting children to integrate all cue sources.	Classroom assistant selects the word **stitches** to support a short discussion which reminds the pupils of key reading strategies and use of all reading cues; phonic information – building the word using phonic knowledge; context information– using the picture to check meaning; structure of the text – re-reading to check the structure. **Effective readers need to use all the information available and cross check their attempts by using a combination, if not all, of the information sources.**
Independent reading (re-reading the text) Give purpose for reading. *Support individual reader using a range of prompts.* Praise use of problem solving including self-correction. Highlight use of successful reading.	Pupils asked to re-read the text focusing on word endings. Two questions are set by the classroom assistant for resolution while reading: 1 *Why do you think the elves' clothes are ragged?* 2 *How did the elves feel with/about their new clothes?* During independent reading the classroom assistant moves around the group and uses a broad and inclusive range of prompts to support different examples of problem solving on the run. At the end of the independent reading the classroom assistant praises the successful reading and selects examples for demonstration.

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Returning to the text Answer questions posed earlier. Question to develop understanding at the word/sentence/text levels. Discuss characters referring to words and phrases from the text to support personal views.	Classroom assistant leads a discussion about the elves and uses the text and pupils' own views to extend their knowledge of the characters. The questions encouraged the pupils to use the text as a starting points and go on to consider issues beyond the text including feelings, motives and behaviour. ***Re-reading the text provides an important opportunity to extend our understanding and use the information to go beyond reading 'between the lines'.***
Development of character and setting. To read and understand new words of personal interest. Identify preferences and give reasons.	Pupils are asked to nominate their favourite part of the story and give reasons for their preference. The session concludes with the classroom assistant asking the pupils to identify any new and interesting words learnt today. The meaning of the word is confirmed in a short discussion. ***Pupils should be encouraged to see each Supported Reading session as an opportunity to learn about how language works.*** Close

Appendix 2

Speech and writing

Differences (and reasons for differences) between spoken and written language patterns:

Spoken	Written
fragmented	coherent (e.g. complete sentences, connectives)
meaning implicit	meaning explicit (e.g. descriptive words, use of pronouns)
chunked by voice	chunked by punctuation
disorganised, unconsidered	organised, considered (e.g. avoidance of repetition, choice of connectives, narrative/non-narrative structures)

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Learning how to write therefore involves becoming more aware of language and how it is used in text

In the early stages this especially means:

- getting the 'feel of a sentence' and how to write texts in sentences (including sentence punctuation);
- knowing how to include relevant detail (to fill in the background for your reader);
- varying sentence structure and sentence openings (to avoid tedious repetition);
- recognising how texts are held together, and how their organisation affects your choice of language (e.g. connectives, pronouns);
- knowing the difference between direct speech and 'speech written down' and the conventions for using direct speech as part of a narrative.

Why do some children learn to write 'naturally' and others don't?

Influence of:

- reading ability and enthusiasm for reading – the child who reads a lot picks up written language patterns through exposure (incidentally, in a multi-media age, children are reading less and less sequential text – information/entertainment are now more immediately available from magazines with much visual display, interactive CD ROMs where reading is not 'linear', and of course TV and video);
- language and listening skills: some children have a better 'ear' for language (sounds, rhythms, patterns) than others;
- overall literacy skills: if you're concentrating on very basic elements like sound-symbol matching, there's no room in your brain for higher order skills.

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